

Clark County School District
Work-based Learning District Application
Amendment for 2019-20; Semester 2



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Introduction

The Nevada Department of Education requires school districts and charter schools have their local board of trustees, or governing body, approve an application to have a work-based learning program. [Senate Bill 66](#) revised NRS 389.167 to describe a district’s application and is further described in NAC 389.825 (Codified June 26, 2018). Once approved locally, the application is forwarded to the Nevada Department of Education, Office of Career Readiness Adult Learning and Education Options Office (CRALEO), for approval by the State Board of Education. Districts will need to submit to NDE/CRALEO their application **by September 7, 2018**. The applications will then be submitted to the Nevada State Board on October 11, 2018 for final approval.

The application to offer a work-based learning program must contain the following:

1. The fields, trades, or occupations in which work-based learning will be offered
2. Student qualifications for participation (must allow for a majority of students to be eligible)
3. A copy of the student application form
4. A copy of the training agreement form or sample training agreement
5. A description of the process for vetting business/employer hosts and rubric, if applicable
6. Method to evaluate a students’ participation and completion of the program

Districts/charter schools will be notified within 30 days after approval by the State Board. If an application is not approved by the State Board, the application may be revised and resubmitted. Work-based learning programs shall not be offered until the application is approved (NAC 389.825).

Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. The Career and Technical Education Department (CTE) operates in alignment with the Nevada Department of Education’s work-based learning continuum of services (Figure 1). The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student’s career interest.

Nevada’s Work-based Learning Continuum

Figure 1: Continuum of Work-based Learning (Nevada Department of Education)

Career Exploration	Career Preparation	Career Training
<i>Grades 4-9</i>	<i>Grades 9-11</i>	<i>Grades 11-12</i>
<ul style="list-style-type: none"> ● Guest Speakers from Industry ● Career Fairs ● Industry Tours ● Career Interest Inventories 	<ul style="list-style-type: none"> ● School-based Enterprises ● Job Shadowing ● Simulated Workplace ● Supervised Agricultural Experiences (SAE) 	<ul style="list-style-type: none"> ● Clinical Experiences ● Pre-apprenticeships ● Internships ● CTE (Cooperative) Work Experience ● Supervised Agricultural Experiences (SAE) ● Registered Apprenticeships

Career Exploration

Career exploration activities may begin as early as elementary school and continue through ninth grade. These activities include career fairs, guest speakers from business/industry, and industry tours in order to explore careers and the workplace environment.

Career Preparation

Career preparation activities are for the high school student. They provide a more direct experience in a certain field or industry through job shadowing, school-based enterprises, simulated workplaces, or similar experiences. Students begin to practice employability skills and technical skills in a limited way through school- or employer-based activities.

Career Training

Career Training activities require the advanced high school student to apply technical and employability skills in a work setting through internships, clinical experiences, work experience, and similar activities in a career field of interest at an employers' site.

Definitions

Career Fairs

This is an event where employers, trade associations, and others exhibit or present on a particular career or industry. Career fairs may be held at the school or a location central to several schools. Preparation for such an event requires several months of planning and communication between the organizer and participating businesses. Career fairs are most appropriate for middle school or first and second year high school students.

Career Interest Inventories

These student-friendly questionnaires ask students about their skills, interests, and preferred work environment to produce a list of possible careers that match the student's response. Follow-up discussions in the classroom or with the counselor, as well as further career research, help the student understand what education and training is needed to enter a given career field. This type of career exploration activity should be considered when assisting students with their Academic Plan. *Nevada STEM Hub*, *Career Cruising*, and *Nevada DreamIt-DoIT* are just some of the Web sites with career interest inventories. The ACT Career Ready 101 Curriculum also provides an interest inventory that can be leveraged with the WorkKeys Assessment for industry recognized certifications.

Clinical Experiences

CTE health science programs often require clinical experience in a medical setting, hospital, or clinic in order to sit for a state licensing exam. Clinical hours are dictated by the state governing board of that profession or by licensing requirements. Emergency medical technician and nursing assistant are examples of secondary programs of study that have required clinical hours. Clinical experiences are typically embedded into program courses; therefore, credit is earned through completion of the health science course. Students may elect to take an additional work-based learning course for credit related to their career interest.

Cooperative Work Experience

This model/course is in alignment with that of CTE Work Experience. Students who are enrolled in a CTE program of study may take a course in Cooperative Work Experience. This is a paid position where the student is working in a job related to their CTE program of study. Technical and employability skills learned in the classroom are incorporated into the student's learning plan and applied on the job. A signed training agreement is required. Students gain employability skills related to the program of study by completing a minimum number of paid work experience per semester and must pass their related CTE class. **Amendment for Semester 2, School Year 2019-20: Following the issuance of Governor Sisolak's COVID-19 Declaration of Emergency Directive 014, signed on April 14th, 2020, for Semester 2, School Year 2019-20, all CCSD students enrolled in Cooperative Work Experience are required to complete 150 hours of work experience.**

Guest Speakers

Asking business people to speak in class can be a great way to engage business partners and expose students to a particular job or industry. It is important for the teacher to talk with the speaker in advance to be sure the presentation meets the intended learning objectives. Providing guiding questions to the speaker will help focus the talk. The teachers should also prepare students to have a business person in the classroom.

Industry Tours

Students tour or visit a specific industry to learn about what they do and how they do business. Both students and the host should be well prepared in order to maximize the time on site. Some companies may have dress codes, media restrictions, or other policies that the event organizer will need to communicate to students. Tours to industry conventions and trade shows can also be valuable to students.

Internship

The one-semester Internship course provides work-based learning experiences for students focusing on a specific career cluster. Students spend time in the classroom and at the internship site. Internships can be paid or unpaid work experiences for a minimum number of hours. To receive credit for this course, students must fulfill all classroom and internship worksite requirements. This course fulfills one-half elective credit for high school graduation and may be repeated for one additional semester for a total of one credit. **Amendment for Semester 2, School Year 2019-20: Following the issuance of Governor Sisolak's COVID-19 Declaration of Emergency Directive 014, signed on April 14th, 2020, for Semester 2, School Year 2019-20, all CCSD students enrolled the Internship course are required to complete 35 hours of work experience.**

Job Shadowing

This is short-term experience, usually one to three days, where students go to a place of business related to the student's career interest. The student "shadows" one or more employees to learn what that person does on a daily basis as well as gain an overview of business operations. Job shadowing can be in small groups, but, it is different from an industry tour in that one or two jobs are examined in detail. This is most appropriate for 10th and 11th grade students.

Pre-apprenticeship

Pre-apprenticeships align directly to a registered apprenticeship in a partnership arrangement to ensure direct entry into the aligned apprenticeship with advanced credit upon completion of the pre-apprenticeship. Pre-apprenticeships may be available to students while still in high school or under the age of 18 depending upon the industry and terms of the pre-apprenticeship. Clark County School District (CCSD) does not currently have an established pre-apprenticeship program.

Registered Apprenticeship

"Registered apprenticeships are high-quality work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies)." - Employment and Training Administration, United States Department of Labor.

As defined by the United States Department of Labor, "Apprenticeship is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations."

Apprentices receive pay while in the apprenticeship and typically the pay increases as one progresses through the program. Learning objectives or competencies are set by the employer or sponsoring organization.

In Nevada, the Governor's Office of Workforce Innovation for the New Nevada (OWINN) serves as the State Apprenticeship Agency recognized by the United States Department of Labor and has oversight of the State Apprenticeship Council. Then State Apprenticeship Council is responsible for approving apprenticeship programs. OWINN oversees and promotes apprenticeships statewide and works with potential sponsors to develop programs going before the State Apprenticeship Council.

School-based Enterprise

Students operate a business from the school/classroom by selling products or services delivered to internal or external customers. This is a business activity where the students are applying their business and/or other technical skills to sell a product or service. A school-based enterprise is not a same as a fundraising activity of short or sporadic duration.

Simulated Workplace

The classroom is transformed into an authentic business environment where students develop and practice both technical and professional skills. Industry professionals evaluate programs in the manner of an inspection through observation. Programs are rated based on adherence to industry standards, similar to an actual business. Implementing this model with fidelity requires a culture shift and buy-in from teachers, industry representatives, and other stakeholder groups, including parents and students. (Council of Chief State School Officers/Advance CTE/New Skills for Youth, October 2016). West Virginia pioneered this model and has had success with it in CTE programs.

Supervised Agricultural Experiences (SAE)

Students in Agricultural Education programs of study apply academic and occupational skills through a variety of SAE experiences. The SAE is a required component of a total agricultural education program and intended for every student. The National Council for Agricultural Education provides clear descriptions and foundational learning outcomes for each type of SAE: Ownership/Entrepreneurship, Placement/Internship, Research, Exploratory, School-based Enterprise, and Service-Learning.

Exploratory Work Experience

This one-year course is designed to provide students with an exploratory work experience which introduces them to the world of work and bridges the gap between school and work. Students must be employed in a paying position. Students gain employability skills related to the program of study by completing a minimum of 270 hours of paid work experience per semester. A teacher of record is needed only for tracking hours worked and verification of employment. Additional curricular requirements are not needed for this course. Exploratory Work Experience is not a recognized work-based learning model.

Requirements for Application

The following is information and supplemental documents requested by the Nevada Department of Education to appropriately establish work-based learning programs in all CCSD schools, specifically those at the secondary level.

Requirement 1 - Outline fields, trades, or occupations in which work-based learning will be offered

CCSD offers potential work-based learning opportunities for students in various courses of study. The following page outlines these courses of study under 12 career clusters. As with all courses offered in CCSD, teachers are required to ensure instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology and industry-standard equipment are integral parts of all courses. Further, the courses fulfill elective credits required for high school graduation.

Clark County School District

Work-based Learning Courses of Study

Architecture and Construction

- Architectural Design
- Construction Technology
- Drafting and Design
- Furniture and Cabinetmaking
- Mechanical Technologies
- Metalworking
- Welding Technology

Agriculture

- Agricultural Business Systems
- Agricultural Leadership, Communication and Policy
- Agricultural Mechanics Technology
- Animal Science
- Environmental Management
- Floriculture Design and Management
- Food Science Technology
- Landscape Design and Management
- Natural Resources and Wildlife Management
- Ornamental Horticulture/Greenhouse Management
- Veterinary Science

Business and Marketing

- Accounting and Finance
- Administrative Services
- Business Management
- Entrepreneurship
- Marketing
- Sports and Entertainment Marketing

Education and Training

- Early Childhood Education
- Teaching and Training

Culinary and Hospitality

- Baking and Pastry
- Cosmetology
- Culinary Arts
- Foods and Nutrition
- Hospitality and Tourism

Law/Public Safety, Corrections, and Security

- Criminal Justice
- Emergency Telecommunications
- Fire Science
- Forensic Science
- Law Enforcement

Health Sciences

- Biomedical
- Dental Science
- Emergency Medical Technician
- Health Information Management
- Medical Assisting
- Nursing Assistant
- Pharmacy Practice
- Respiratory Therapy
- Sports Medicine

Engineering

- Architectural and Civil Engineering
- Aerospace Engineering
- Aviation Maintenance Technician
- Aviation Technology
- Electrical Engineering
- Energy Technologies
- Environmental Engineering
- Mechanical Engineering

Information Technology

- Animation
- Computer Science
- Cybersecurity
- Digital Game Development
- Graphic Design
- Information Technology - Networking
- Information Technology - Service and Support
- Web Design and Development

Manufacturing

- Automation Technology
- Electronic Technology
- Manufacturing Technologies
- Welding

Media Technology

- Fashion, Textiles, and Design
- Interior Design
- Photography
- Radio Production
- Theatre Technology
- Video Production

Transportation

- Automotive Service Technician
- Automotive Technology
- Collision Repair Technology
- Diesel Technology

Requirement 2 - Student qualifications for participation

Qualifications for student participation in work-based learning experiences in CCSD vary between models of service. Experiences described in the Continuum of Work-based Learning (Nevada Department of Education) (*Figure 1*) Career Exploration Section include guest speakers, career fairs, industry tours, and career interest inventories. These activities are generally coordinated through classroom planning and should align with the curriculum. These experiences provide teachers and site administrators flexibility to develop reasonable guidelines for participation of all students, which may include academic and/or behavioral expectations. Further, parent/guardian approval may be required for participation in these experiences.

The Learning Continuum's Career Preparation Section includes experiences such as school-based enterprises and simulated workplace programs, which are typically associated with general curricular requirements. Students should consult with their school counselor for availability of these courses and any such requirements for enrollment. Participation in job shadowing or SAEs may require students to follow guidelines associated with the Career Training section of the continuum (outlined below).

Lastly, the Learning Continuum's Career Training Section includes experiences such as internships, CTE work experience, pre-apprenticeships, internships, and clinical experiences. These experiences include aligning worksite training with related educational objectives provided by the school program. These experiences should include the *Student Work-Based Learning Application (Appendix A)* and must be accompanied by a signed *Cooperative Occupational Education Training Agreement (CCF-742)*. Participation in these experiences must align with goals in a student's related coursework. Continued participation in these experiences is contingent on the student's ability to maintain responsible and productive working relationships with employers. Students must agree to conduct themselves in a positive manner, carry out assigned duties to the best of their abilities, accept guidance and constructive criticism from supervisors, demonstrate good attendance and punctuality, and conform to the regulations associated with the host employer. Students must also adhere to any age-restrictive regulations outlined by employer groups.

Requirement 3 - A copy of the student application form

A copy of CCSD's *Student Work-Based Learning Application* form is attached (*Appendix A*). The form is a resource for site-based employees to facilitate an agreement between the student, their parent/guardian, and the teacher/work-based learning coordinator at the school. Along with basic information, the application allows students to list educational and career experiences. Further, it gives students the opportunity to create career-based goals.

Requirement 4 - A copy of the training agreement form

A copy of CCSD's *Cooperative Occupational Education Training Agreement (CCF-742)* is attached (*Appendix B*). The form collects necessary information for all applicable models of work-based learning as well as outlines criteria for program approval and responsibilities related to employers, students, parents, and CCSD employees. Signatures are required on this document. Further, this information will be entered in the student information system, Infinite Campus, located in the Work Experience tab attached to the Academic Planning module. Use of the Infinite Campus system for tracking work-based learning experiences will ensure data collection is accurate and include the tracking of gender and ethnic student subgroups.

Requirement 5 - Description of the process for vetting business/employers and rubric

As outlined in the Nevada Department of Education's *Work-based Learning Guide for Secondary Education*, all employers participating in work-based learning models must be vetted. The vetting process should be the same for all businesses, agencies, and organizations and involves the use of an established rubric, the *CCSD Employer Host Vetting Rubric (Appendix C)*. For a large corporation with different divisions or multiple locations, each unit may need to be vetted. Working with a central contact, such as a community outreach person or human resource department, is helpful when dealing with large companies.

A database of approved employers will be maintained at the CTE office and will be made available online. Students are not permitted to participate in work-based learning experiences with employers not on the approved list. Students should not be placed in businesses with only one employee or any situation that puts the student at undue risk. The vetting of employers and businesses will be conducted by employees in the CTE office, site-based administrators, teachers, and other designees. All completed rubrics will be maintained at the CTE office.

Criteria for approving a business for hosting students in work-based learning opportunities:

1. Ensuring the business is not home-based.
2. Ensuring the business has more than one employee.
3. Verifying the working environment is culturally diverse.
4. Verifying the working environment is safe; has safety protocols.
5. Ensuring sexual harassment and whistleblower policies are in place.
6. The facility is accessible to students.
7. The host employer agrees to follow the CCSD training plan/agreement.
8. A supervisor will be assigned to the student.
9. The employer agrees to evaluate the student.
10. If paid, the student will be compensated and covered under Workers' Compensation.

Requirement 6 – Method to evaluate a student's participation and completion of the program

In an effort to coordinate responsibilities, each high school will assign a site-based administrator (dean of students, assistant principal, or principal) to coordinate efforts with the Career and Technical Education Department. The designated administrator will be responsible for all CTE business on campus, including the designation of a work-based learning facilitator and any subsequent teachers-of-record. The work-based learning facilitator will work together with any teachers-of-record to manage all student evaluations with host employers. A copy of CCSD's *Employer Work Experience Report (CCF-741)* is attached (*Appendix D*). This form will serve as a tool to collect information regarding student performance in all work-based learning models and will be used in conjunction with other site-specific requirements to establish acceptable norms for successful completion of student experiences. Further, this form will be subject to review by the district's Work-based Learning Advisory Committees to ensure the evaluative tool effectively represents the measurement of current workplace standards. Site-based teachers and facilitator will establish completion guidelines for each work-based learning model, including a grading scale when appropriate. Site-based staff will ensure all relevant information is documented inside the Infinite Campus Student Information System.

Appendix A
Clark County School District
Student Work-Based Learning Application

Work-based learning experiences are designed to give students the opportunity to explore career paths by participating in job-shadowing, internships, and apprenticeships. These opportunities demand that students show initiative, follow through with expected jobs/tasks, and demonstrate the highest level of professional behavior. Students may be required to link these experiences with related CTE coursework. Students are advised to see their teacher or school counselor for details.

Students are responsible for their own transportation during job-shadowing, internships, and apprenticeships.

STUDENT AND PARENT INFORMATION

Student Name:		Student Number:	
School:		Grade:	
CTE Program:		Phone:	
Parent/Guardian:		Age:	
Requested WBL Model: <input type="checkbox"/> Job-Shadow <input type="checkbox"/> Internship <input type="checkbox"/> Apprenticeship			

EDUCATIONAL BACKGROUND & CAREER PATHWAY

1. Career Goal/Desired WBL Model:			
2. List completed courses related to career goal:			
a.	b.	c.	
d.	e.	f.	
3. List company names, contacts, and telephone numbers of potential employers for your WBL experience. *Optional*			
Company Name	Contact Name	Telephone Number	Email Address

- All WBL applications must be completely filled out, including signatures.
- Students should return completed applications to their counselor, or other designated work-based learning coordinator.
- This application is intended to communicate a student's intention to participate in a work-based learning program. This does not guarantee placement.
- Students and parents/guardians understand that CCSD does not provide transportation for work-based learning programs.
- Students and parents/guardians agree to adhere to the terms and conditions outlined in the Cooperative Occupational Educational Training Agreement (CCF-742).
- Students understand their participation and/or grade will be subject to the results of a performance appraisal.

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Counselor/WBL Coordinator

Date

Appendix C

CCSD EMPLOYER HOST VETTING RUBRIC

Form with fields: Evaluator, Location, Date, Company Name, Contact Name, Address, Phone, Email.

Type(s) of WBL Experience:

- Industry Tours, Clinical Experiences, Pre-Apprenticeships, Job Shadowing, Internships, Registered Apprenticeships, CTE (Cooperative) Work Experience, Supervised Agricultural Experience (SAE)

Nevada Industry Sector:

- Architecture and Construction, Business and Marketing, Education and Training, Health Sciences, Law and Public Safety, Media Technology, Agriculture, Culinary and Hospitality, Engineering, Information Technology, Manufacturing, Transportation

Type(s) of job(s) available: _____

Are there any requirements to participation? (ID, CPR, background check, etc.): Yes No

If Yes, please describe: _____

Criteria

All conditions must be met to approve host employer

- Site is not a home-based business had more than one employee
Environment is culturally diverse and appropriate for students
Environment appears safe; safety appears to be a priority with policies in place and practiced
Sexual harassment and whistleblower policies are in place
Facility is accessible to students
Employer host agrees to follow a training plan and agreement (if applicable)
Employer host will designate a supervisor for the student
Employer host agrees to evaluate the student and program
If a paid experience, student will be compensated and covered under worker compensation like other employees in the same job

Approved

Not Approved

By approving the aforementioned employer for hosting CCSD students, the designated evaluator has thoroughly vetted said employer based on the criteria outlined above. Further, the evaluator has agreed to report any issue that may risk the safety of students at the site.

Evaluator's Signature

Date

Appendix D

9998-500741

CCF-741
Rev. 7/98

CLARK COUNTY SCHOOL DISTRICT COOPERATIVE VOCATIONAL EDUCATION

Employer Work Experience Report

Student/Trainee _____ Company _____

High School _____ Address _____

Date _____ Cross Street _____

Supervisor _____ Department _____ Phone Number _____

Please check the appropriate places that best describe the general quality of the student/trainee's work and personal traits.

<p>ATTITUDE and INTEREST</p> <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Interested <input type="checkbox"/> Satisfactory <input type="checkbox"/> Somewhat indifferent <input type="checkbox"/> Not interested	<p>ATTENDANCE</p> <input type="checkbox"/> Always present <input type="checkbox"/> Occasionally absent <input type="checkbox"/> Frequently absent <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable	<p>QUANTITY OF WORK</p> <input type="checkbox"/> Usually high output <input type="checkbox"/> More than expected <input type="checkbox"/> Satisfactory <input type="checkbox"/> Less than expected <input type="checkbox"/> Below minimum requirements
<p>ADAPTABILITY</p> <input type="checkbox"/> Good team worker <input type="checkbox"/> Adjusts easily <input type="checkbox"/> Cooperates satisfactorily <input type="checkbox"/> Has difficulty with others <input type="checkbox"/> Antagonizes other workers	<p>PUNCTUALITY</p> <input type="checkbox"/> Always present <input type="checkbox"/> Occasionally late <input type="checkbox"/> Frequently late <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable	<p>DEPENDABILITY</p> <input type="checkbox"/> Entirely dependable <input type="checkbox"/> Above average dependability <input type="checkbox"/> Satisfactory <input type="checkbox"/> Sometimes neglectful/forgetful <input type="checkbox"/> Unreliable
<p>ABILITY TO LEARN</p> <input type="checkbox"/> Grasps ideas very quickly <input type="checkbox"/> Above average <input type="checkbox"/> Satisfactory <input type="checkbox"/> Difficulty with learning <input type="checkbox"/> Does not grasp ideas	<p>APPEARANCE</p> <input type="checkbox"/> (appropriate for Job) <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<p>INITIATIVE</p> <input type="checkbox"/> Follows through <input type="checkbox"/> Goes ahead reasonably well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Hesitates to take initiative <input type="checkbox"/> Must be pushed
<p>QUALITY OF WORK</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Above Average <input type="checkbox"/> Satisfactory <input type="checkbox"/> Below average <input type="checkbox"/> Very poor	<p>Do not write in this space Coordinator's use only</p> <p>Grade: <input style="width: 50px; height: 20px;" type="text"/></p>	<p>JUDGEMENT</p> <input type="checkbox"/> Displays good common sense <input type="checkbox"/> Usually does the right thing <input type="checkbox"/> Satisfactory <input type="checkbox"/> Sometimes uses poor judgement <input type="checkbox"/> Consistently uses poor judgement

COMMENTS: Any strength or weakness shown by the student/trainee

This evaluation has been explained to me. I agree disagree

Signature of Student/Trainee

Signature of Supervisor/Employer